



## **Module Specification**

### Teaching and Learning for a Changing World

Version: 2023-24, v2.0, 03 May 2023

#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>4</b>
<b>Part 4: Assessment.....</b>	<b>6</b>
<b>Part 5: Contributes towards .....</b>	<b>8</b>

## Part 1: Information

**Module title:** Teaching and Learning for a Changing World

**Module code:** UTTGTD-30-3

**Level:** Level 6

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Arts Creative Industries & Education

**Department:** ACE Dept of Education and Childhood

**Partner institutions:** None

**Delivery locations:** Not in use for Modules

**Field:** Primary, Early Childhood and Education Studies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** In addition to the learning outcomes the educational experience may explore, develop, and practise but not formally assess the following:

Effectively communicate the processes and outcomes of their learning through a journal

Take responsibility for their own learning, adopting strategies to manage their personal, academic and professional development

**Outline syllabus:** The module will be delivered through a variety of methods, including lectures, seminars, workshop activities, short films / you-tube clips and field visits. Active participation by the student group will be encouraged throughout. A visit to an environmental education centre will take place during the module and visiting speakers will enhance specific aspects of the module content as appropriate.

Key theories and concepts in the field of education for just and sustainable societies will include:

Environmental education

Futures thinking

Systems thinking

Transformation and wellbeing

Holistic approaches to sustainable development

Controversial issues in education for sustainable development

Concepts of pluralism and democracy

Human rights

Ethics and values

Voice and social justice

Exploration of relevant, contextual and historical policies and practices will include:

Economic

Ecological

Technological

Cultural

Educational

Spiritual

Rights

Identification and engagement with local, national and/or global organisations addressing issues of justice and sustainable development will be encouraged. The student's own work-based learning will be the focus for a small-scale research enquiry. This enquiry based learning aims to foster the development of independent critical thinking which is vital to the learning ethos of the module; as well as developing an awareness of a range of relevant research methods and both quantitative and qualitative approaches.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Contact time for this module will take the form of lectures, seminars, tutorials, presentations, directed study, field visits and online engagement.

The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.

Whole cohort events: 32.5 hours

Guided study (group and individual tasks, including online engagement): 13.5 hours

Work – related learning activities 26 hours

Total contact scheduled hours 72 hours

Scheduled learning includes lectures, seminars, tutorials, reflective activity, short films and video clips, workshop activities, online engagement, use of ICT, directed study and work based learning. These sessions constitute an average time per level as indicated in the table below.

Independent learning includes approximately 2 hours of independent learning for each hour of contact time. Hours engaged with essential reading, additional reading, further field visits, gathering data and assignment preparation / completion etc.

Placement learning: This is an important aspect within this programme and includes on average 100 hours per 30 credit module. Participants are expected to be in the workplace throughout their study.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Reflect with understanding on the key theories and concepts in the field of education for sustainable development

**MO2** Develop a critical appreciation of the competing perspectives, values and practises in the field

**MO3** Recognise and discuss the controversiality of developing values for just and sustainable societies in an educational setting

**MO4** Demonstrate awareness of relevant ethical issues and discuss these in relation to personal beliefs and values, and with respect for the diversity of the beliefs and values of others

**MO5** Investigate and evaluate diverse and complex approaches of addressing issues of just and sustainable societies at local, national and/or global levels

within educational settings - drawing on work-related learning experiences and/or relevant case study material

**MO6** Demonstrate an ability to research an educational provision that seeks to achieve education for just and sustainable societies, drawing data from quantitative and qualitative sources, clearly justifying plans and methods on technical grounds and evaluating the research outcome

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 128 hours

Placement = 100 hours

Face-to-face learning = 72 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgtd-30-3.html) via the following link <https://uwe.rl.talis.com/modules/uttgtd-30-3.html>

## Part 4: Assessment

**Assessment strategy:** The assessment strategy for this module is designed to support students' developing knowledge and understanding in the area of education for just and sustainable societies. Formative feedback on students' progress in their studies on this module will be provided during face to face meetings, through on line correspondence and during seminars.

Through assessment task 1 students are required to produce an individual, 8 minute, presentation to a small group of peers. The presentation should explain the emerging policies and practices for education for a just and sustainable society with relation to a specific topic of interest, identified from the module outcomes and in negotiation with the tutor.

Assessment task 2 involves the students in designing and executing a small scale research project. The enquiry should pursue a theme of specific relevance to the student's interest within the remit of the module and in negotiation with the module tutor.

**Assessment components:****Presentation (First Sit)**

Description: An individual presentation to a small group of peers on a specific topic of interest, identified from the module outcomes and in negotiation with the tutor.

The student will have 8 minutes to present with a brief opportunity at the end to respond to questions from tutors / peers. Students can refer to notes but should not read from a prewritten script

Criteria AL3, BL3.

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Report (First Sit)**

Description: A report (3750 words) on a small scale enquiry into a theme related to education for a just and sustainable society, as negotiated with the tutor.

Criteria AL3, BL3, DL3

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

**Presentation (Resit)**

Description: An individual presentation to a small group of peers on a specific topic of interest, identified from the module outcomes and in negotiation with the tutor.

The student will have 8 minutes to present with a brief opportunity at the end to

respond to questions from tutors / peers. Students can refer to notes but should not read from a prewritten script

Criteria AL3, BL3.

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

### **Report (Resit)**

Description: A report (3750 words) on a small scale enquiry into a theme related to education for a just and sustainable society, as negotiated with the tutor.

Criteria AL3, BL3, DL3

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Education in Professional Practice [Frenchay] BA (Hons) 2023-24